

Waves of Intervention Model



Wave 1 – Quality First Teaching

Our children benefit from a very flexible approach to meeting their needs. Our teachers deliver a highly differentiated Reading, Writing and Mathematics sessions on a daily basis where the children are often taught in guided ability groups. Daily assessments by the class teachers ensure the correct learning is planned in for the next day. This ensures that all children receive an appropriate level of teaching for them. Children are also expected to work independently at least twice a week to apply the learning from their last guided session.

Wave 2

Children working just under the national expectation for their age receive an additional guided session per week from the class teacher or suitably differentiated work. We deploy an additional LSA into Key stage 1 classrooms where the need arises and this frees up the class teacher to deliver the extra guided session to our Wave 2 groups. Teachers in Key Stage 2 need to carefully plan their timetables to allow additional in class support as LSA's are currently unavailable for this role every day. The aim of this group is to increase the rate of progress that these children make so that they are working in line with national age expectations. Our data tells us that this is an effective method for accelerating progress.

Wave 3

Children working further below the national expected level for their age receive Wave 3 programmes. These are highly personalised intervention programmes aimed at boosting the rate of progress. The programmes we use are recognised interventions in Reading, Writing, Spelling or Mathematics or possibly a unit devised by our teachers to meet the need of our children. The class teacher identifies the targets for these children based on the ongoing assessments in class or the targets are shared with the class teacher by the LSA conducting the intervention if this is more appropriate. These programmes are delivered in addition to the Quality First Teaching outlined in Wave 1 – not in place of although we recognise children may need to be withdrawn this will be for short periods of time. We have high expectations of all of our children and these programmes are regularly reviewed. If the

provision is not impacting on the progress of a child, we can alter a range of variables in an attempt to see the desired progress.

Assessment and Review

Teachers plot and review progress on a termly basis for their classes. Provision is changed on a termly basis, depending on the need of our children.

The aim of our S.E.N.D provision is for it to accelerate the progress of the learners so that they close the gap between them and the age related expectations. In the vast majority of cases, S.E.N.D should not be a 'tag' attached to children for the duration of their school life; if appropriate provision is in place, progress will be seen.

Due to the number of S.E.N.D. children currently on the register some of these intervention programmes will be rolled out to Wave 2 Pupil Premium children to help close the gap.

Specific Interventions

Colourful Semantics

Colourful Semantics is the 'meaning of the words' and this is made colourful by breaking down and colour coding different parts of a sentence. Colourful Semantics is a speech and language therapy intervention that indirectly works on developing a child's grammar through the use of:

- Spoken sentences
- Answering W/H questions
- Use of nouns, verbs, prepositions and adjectives
- Story telling skills
- Written sentences and language comprehension

A LSA will work through the 5 levels of the Colourful Semantics programme to encourage the child to create sentences. This is initially taught by focusing on sorting out colours, which will then progress to an understanding that there are different parts that make up a sentence.

The overall aim is for the child to eventually produce grammatical and informational sentences.

Boosting Reading @Primary

Boosting reading @primary sessions are targeted, time-limited, one-to-one interventions, designed to be delivered over a 10 week period. They are designed to improve the way children read, enabling them to be independent problem solvers who read with understanding and enjoyment. The programmes are for pupils aged from 6 to 14 who:

- Lack skills and confidence as readers
- Require a boost to their reading age
- Need to develop their understanding of texts

Catch-Up Literacy

Catch Up Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers.

Catch Up Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.

It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age and is designed for use with struggling readers aged 6-14, rather than beginner readers.

Dynamo Maths

Dynamo Maths is a three-stage on-line intervention and remediation programme for learners with dyscalculia and low maths achievers. It supports specific learning difficulties with maths, working memory and dyscalculia symptoms. It is aimed at children who are struggling with maths.

Key Stage 2 Phonics Intervention

Any children who are working at a phonic phase below that at which the whole class are being taught will need a focussed phonic intervention.

This should be 15 minutes per day.

Teaching should be FAST FUN & SYSTEMATIC.

YEAR GROUP	PROVISION / RESOURCE	INDIVIDUAL / GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
Reception	Speech and language support – devised by speech therapist	Individual		Continuous, as appropriate
	Phonics programme	Group	Daily time	Continuous – Groups may change
	Circle Time / parachute activities	Group/class	1 x 30 min TA – if needed	Continuous, as appropriate

Year 1/2	Intensive reading support – additional guided reading	Group and individual	Daily TA time	Review termly or as needed
	Phonics programme	Group	Daily time	Continuous – Groups may change
	Speech and language support	Individual	Tues and Thurs 4 x 15 mins TA time each session	Continuous, as appropriate
	Circle Time / parachute activities	Group/class	1 x 30 min TA – if needed	Continuous, as appropriate
	Boosting Reading @ Primary	Individual	6 X 20 mins TA 3 times a week	10 weeks then review
Year 3/4	Boosting Reading @ Primary	Individual	4 X 20 mins TA 3 times a week	10 weeks then review
	Catch up Literacy	Individual	3 X 20 mins TA 3 times a week	10 weeks then review
	Numeracy programme – Dynamo Maths	Group (6)	3 x 20 min TA a week	10 weeks then review
	Circle of Friends	Focus on individual	As appropriate CT	Continuous, as appropriate
Y 5/6	Boosting Reading @ Primary	Individual	3 X 20 mins TA 3 times a week	10 weeks then review
	Catch up Literacy	Individual	5 X 20 mins TA 3 times a week	10 weeks then review
	Numeracy programme – Dynamo Maths	Group (9)	3 x 20 min TA a week	10 weeks then review
	Circle of Friends	Focus on individual	As appropriate CT	Continuous, as appropriate
	Daily phonics (Key stage 2 intervention)	Group (2)	5 x 10 mins TA weekly	Continuous

Children yet to be identified for Colourful Semantics.